

CEMP-EA

Pamphlet  
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**Civilian Personnel  
TRAINING AND CAREER DEVELOPMENT PLANS FOR  
LANDSCAPE ARCHITECTS**

**1. Purpose.** This pamphlet provides, guidance, and procedures concerning the development of training and career development plans for personnel in the occupational series of GS-0807-Landscape Architecture (landscape architects) within the U.S. Army Corps of Engineers (USACE).

**2. Applicability.** This pamphlet applies to all HQUSACE/OCE elements, major subordinate commands (MSC), districts, laboratories, and field operating activities (FOA).

**3. References.** References and additional information resources are listed at Appendix A.

**4. Background.** Landscape architectural positions are included in the Engineers and Scientists (Resources and Construction) (ESRC) career program and in the Army Civilian Training, Education and Development System (ACTEDS) for Engineers and Scientists. AR 690-950 governs the development for all individuals in the ESRC career program. ACTEDS defines the blend of technical, supervisory, managerial, and leadership training at the appropriate intern (GS 5-9), intermediate (GS 11-12), and management (GS 13-15) levels. Since AR 690-950 and ACTEDS are general in nature this pamphlet is intended to provide specific guidance for the career development of landscape architects.

**a. Interns.** Chapter 11 of AR 690-950 defines a Master Intern Training Plan (MITP) for all individuals in the ESRC career program. The MITP requires interns (GS-5/7/9) to complete rotational assignments of approximately three months each in the functional areas of planning, engineering, construction, programs, project management, and operations. In addition, a facility engineering orientation of at least four weeks is required. Interns in research and development activities are required to complete rotational assignments within their research specialties. The servicing Human Resources Office/Civilian Personnel Office (HRO/CPO) and the Career

Program Manager (CPM) must prepare specific training plans for each intern based upon the education and experience of the intern. These plans should ensure that interns will receive the appropriate rotational on-the-job experience, formal training, and individual self-paced study to develop their knowledge, skills and abilities in order for them to perform competently in their specialty. Appendix B provides examples of training that is appropriate for the GS-5/7/9 intern level landscape architect.

**b. Intermediate Training.** Post intern training and development at the intermediate level (GS-11/12) (specialist and intermediate levels per AR 690-950, GS-9/11) stress the development of technical proficiency through extensive on-the-job experience. Post intern training at the intermediate level also includes appropriate training and developmental assignments in selected technical and functional areas. During an individual's intermediate level training and development, his/her supervisor is required to develop an Individual Development Plan (IDP) with the individual. The IDP should systematically continue the individual's professional career development to assure that he/she receives the training and development necessary to fill key positions within USACE, and to assure that USACE receives maximum productivity with limited human resources. Career choices made at the intermediate level are significant to progression to management positions. Self development such as pursuing professional registration, off duty education, professional society activity, and outside reading are also important and are the careerist's responsibility. Training for GS-11/12 intermediate level landscape architects should stress a continuation of training based on the courses listed in Appendix C. This could include courses not taken during the careerist's intern training. When landscape architects enter the Corps qualified at the GS-1 1 level, exposures, insights, and understanding of the internal workings of the Corps gathered through a structured intern program are missed.

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Supervisors should develop on-the-job plans aimed at filling the institutional knowledge gap of these direct hire employees.

**c. Supervisory Development.** Supervisory level training (normally GS-13/14/15) will be scheduled for any person that is newly assigned to a supervisory position. Training includes a supervisory development course and other training designed to improve skills in working with people on the day-to-day work situation. AR 690-400 has policy guidance for the training and development of supervisors. ACTEDS provides a structure and roadmap to key on-the-job experiences and training for potential supervisory level careerists.

**d. Management Development.** Management training focuses on the development of higher level functional and managerial skills. Major areas of emphasis include courses in general, functional, personnel management, and communication skills. Technical training is used to update professional knowledge necessary to keep each manager abreast of new concepts and advancements in his or her field. AR 690-400, chapter 413 (see Appendix A) has policy guidance governing the identification of management positions.

**e. Executive Development.** ESRC career program individuals at the executive level are in the Senior Executive Service or are eligible for the Senior Executive Service. Training at the executive level will be almost exclusively management oriented and not necessarily related to specific ESRC functions. Development will be consistent with AR 690-900, chapter 920.

**5. Objectives.** The overall objectives of this pamphlet are to provide guidance for management and career program individuals in the GS-0807- Landscape Architecture occupational series to develop specific intern training plans and IDP to professionally develop landscape architectural personnel to fill key positions within USACE. All training and development plans should be comprehensive in design to allow individuals to effectively compete for their desired career goals, and to contribute to the professional development of competent landscape architects who can provide excellence

in landscape architectural services for USACE and our customers. Comprehensive plans are necessary to recruit, develop and retain quality personnel within USACE. Specific objectives include:

**a.** Define the areas of landscape architectural practice in which career program individuals in the GS-0807-Landscape Architecture series should acquire basic knowledge and skills.

**b.** Provide greater access to developmental assignments and supplementary education opportunities designed to enrich the landscape architect's training and professional development within USACE, and to obtain broader career skills and knowledge which will help prepare them for progression either in the technical or the management career ladders.

**c.** Encourage additional training in the broad aspects of landscape architectural practice within the USACE organization, and provide opportunities to strengthen field knowledge, experience and operations management capabilities.

**d.** Provide the highest quality information and advice concerning opportunities to strengthen the USACE landscape architect's technical, professional, supervisory, managerial and leadership skills.

**6. Organization and Responsibilities.** The organization and responsibilities for developing specific intern training plans and IDP for landscape architects build upon the existing line management, career program management, and personnel office organizations.

**a. Human Resources Offices/Civilian Personnel Offices (HRO/CPO).** Servicing HRO/CPO are responsible for the effective administration of the training and career development program for intern and intermediate level landscape architects as part of the ESRC career program. Specific responsibilities are listed in AR 690-950.

**b. Activity Career Program Managers (CPM).** Activity CPM are responsible for giving functional advice and assistance to the activity

commander, the careerist and the servicing HRO/CPO. Activity commanders may also appoint a landscape architect within the activity to assist the activity CPM. Specific responsibilities are listed in AR 690-950.

**c. Supervisor.** In addition to other responsibilities in AR 690-950, the supervisor, with the help of the CPO and the activity CPM, will be the initial source of information for career programs and patterns, assignment opportunities and intern placement. Supervisors will discuss with individuals training and development opportunities, realistic career expectations, and consult with individuals to review training needs and encourage landscape architects to seek professional registration.

**d. Mentor.** Although the supervisor is a principal mentor and guide, the reviewer and the activity career program manager are mentor resources to which the supervisor can refer an employee for advice outside his or her own area of expertise. In addition, each activity should appoint an independent mentor who is a senior landscape architect, architect or engineer who should make periodic reviews of the individual's training program and have discussions concerning the individual's career objectives. Specific responsibilities include:

(1) Meeting with the individual to review progress and his or hers training and professional development. At least two meetings a year are recommended, one several months prior to and following annual performance appraisals.

(2) Suggesting additional training and supplementary education activities, professional registration, community involvement and contact with other professionals.

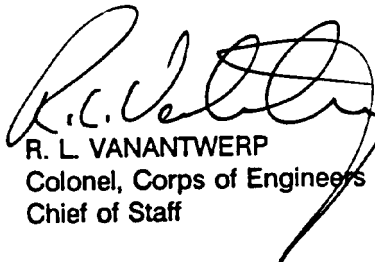
FOR THE COMMANDER:

3 Appendices  
APP A - References and  
Additional Resources  
APP B - Training Guidance  
APP C - Supplementary Education

(3) Providing guidance to enhance the individual's understanding of the USACE organization and procedures.

**e. Career Program Individuals.** Persons in the ESRC career program within the occupational series of GS-0807-Landscape Architecture are encouraged to participate in the training and development plan for landscape architects. The career program individual is the prime beneficiary of the plan. To gain the greatest benefit from participation, the individual should pursue it as a cooperative arrangement with USACE. Individuals must also understand that specific areas of training may not always be available at a specific time or even at the current location where the individual is employed. Specific responsibilities, in addition to those listed in AR 690-950, include scheduling and meeting with his/her mentor periodically, and utilizing supplementary education resources.

**7. Supplementary and Continuing Education.** Supplementary education serves two primary functions, i.e., to expand upon knowledge, skills and abilities acquired through training, and to keep abreast of new information affecting the practice of landscape architecture. Formal training is not designed to substitute for training listed at Appendix B, but rather to supplement day-to-day experience. Supplementary education sources are listed at Appendix C. The courses listed are not all required.

  
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